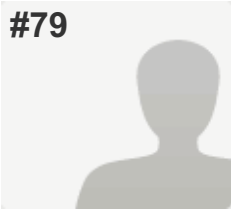


#79

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, June 28, 2016 1:13:04 PM**Last Modified:** Wednesday, June 29, 2016 11:21:23 AM**Time Spent:** 22:08:19**IP Address:** 207.165.144.253

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Q1: Name of School District:	Earlham CSD
Q2: Name of Superintendent	Michael Wright
Q3: Person Completing this Report	Kristin Sheffield

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Q4: 1a. Local TLC Goal

Teacher Recruitment and Development

Q5: 1b. To what extent has this goal been met?

(no label)

Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

During the 2015-2016 school year, 100% of teacher leadership positions (19) were filled.

Two teachers chose to leave Earlham at the end of the '15-'16 school year. One of these positions was eliminated due to budget constraints. The other position was filled by a 4th year teacher from Illinois. An additional elementary teaching position was reduced due to a decrease in student enrollment. We retained 95% of our teaching staff.

Q7: 2a. Local TLC Goal*Respondent skipped this question***Q8: 2b. To what extent has this goal been met?***Respondent skipped this question***Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)***Respondent skipped this question***Q10: 3a. Local TLC Goal***Respondent skipped this question***Q11: 3b. To what extent has this goal been met?***Respondent skipped this question***Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)***Respondent skipped this question*

Q13: 4a. Local TLC Goal

Student Performance

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

MAP Results

For those students who had projected NWEA RIT scores on the Reading and Math MAP tests, the following percentages of students met or exceeded the projected RIT for Fall 2015-Spring 2016:

K-6 Reading: 69%

K-6 Math: 75%

7-8 Reading: 52%

7-8 Math: 70%

9-11 Reading: 51%

9-11 Math: 60%

Iowa Assessment Results

Results from the Iowa Assessment tests indicate that the 2015-2016 District Goals for Reading, Math, and Science were met by Earlham students this year.

The district goals were developed by the School Improvement Advisory Committee after analyzing student performance on the Iowa Assessments from previous years. The School Board approved the district goals prior to the start of the 2016-2017 school year.

Three of the four district goals are based on proficiency on the Iowa Assessment, which was taken in February. ECSD Administrators elected to test grades 2-11 grade students in Reading, Math and Science. Students in grades 2-8 also took the Computation test.

The district reading goal was for 83% of grades 3-11 students to show proficiency on the Iowa Assessment, and 86% of students were proficient this year. In 2014-2015, 82% of students in grades 3-11 were proficient.

The district math goal was set at 87% of grades 3-11 students showing proficiency on the Iowa Assessment, and 87% of students were proficient. In 2014-2015, 84% of students in grades 3-11 were proficient.

In science, 87% of students were proficient on the Iowa Assessment this year, which exceeds the district goal of 85% of students in grades 3-11 student proficient. In 2014-2015, 85% of students in grades 3-11 were proficient.

As a district, we still strive to move more students from non-proficient in all three subject areas.

Common formative assessments and classroom assessments were used by K-6 teachers to drive instruction in the classroom, with the instructional coaches guidance and through the work of PLCs.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Teacher Performance

Q17: 5b. To what extent has this goal been met?

(no label)

Mostly Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Since 2014-2015, there has been an increase in the number of teachers in each building who have engaged in coaching cycles with instructional coaches. (3 to 11 in elementary and 2 to 8 in the secondary.)

Instructional Coach interaction logs and informal conversations with coaches and PLC facilitators and PLC minutes indicate that those teachers who have engaged in coaching cycles with instructional coaches or who have engaged deeply in the work of PLCs have seen positive growth in student achievement data. No formal walk-through data was collected during the 15-16 school year.

The district would like to continue to see more teachers voluntarily enroll in coaching cycles and PLC work.

Q19: 6a. Local TLC Goal

Feedback

Q20: 6b. To what extent has this goal been met?

(no label)

Fully Met

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Staff was surveyed formally mid-year to evaluate the effectiveness of the leadership roles and expectations. Staff also provided feedback on teacher leader performance in March. The results of these surveys provided useful data to evaluate the staff's perception of the roles and their impact on student achievement. Additionally, teacher leaders self-evaluated their performance mid-year to identify improvement goals and training needs. Program evaluation data will be shared with Becky Slater separately via Google Drive. Teacher leader evaluations will not be shared.

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

Based on 2015-2016 implementation data and feedback, the following adjustments will be submitted as changes for the 2016-2017 school year.

- 1) Add a TLC Coordinator position to oversee implementation of the TLC program and the recruitment, development, and evaluation of teacher leaders.
- 2) Add District Leadership Team members to the teacher leader positions. This group has been in existence for over 10 years, but now it will fall under the TLC umbrella to provide better training and compensation for members and communication to all stakeholders.

These adjustments were made after viewing other district's plans, analyzing program implementation data, revising the TLC budget, and receiving feedback from staff, the District Leadership Team, the administrative team, and the School Board.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

We have seen an increase in utilization of all teacher leaders from the 2014-2015 school year. One elementary grade level team who worked closely all year with the instructional coach saw vast improvement in student achievement; only 1 student was non-proficient on the reading and math Iowa Assessment tests. We had an increase in the number of staff members who applied for TLC positions for the 2016-2017 school year as well.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.